DOCUMENT RESUME

ED 434 065 SO 031 056

TITLE	Guidelines for the Effective Implementation and Administration of Law-Related Education: Including an Addendum for Guidelines for LRE Instructor Training and Program Evaluation.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	1997-02-00
NOTE	26p.
AVAILABLE FROM	Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, CO 80203.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; *Citizenship Education; *Classroom Techniques; *Law Related Education; Secondary Education; Social Studies; *State Standards; Substance Abuse; Theory Practice Relationship
IDENTIFIERS	*Colorado; United States Constitution

ABSTRACT

This booklet defines law-related education as an educational program for teaching non-lawyers about law, the legal system, and the fundamental principles and values on which constitutional democracy is based. The program's approach is characterized by relevant curriculum materials, interactive teaching strategies, and extensive use of the experience of community resource persons. It particularly focuses on at-risk youth who would benefit from good peer and teacher role models. The booklet offers the following six guidelines: (1) prepare outside resource persons properly for the law-related education (LRE) classroom; (2) use cooperative learning teaching strategies that foster interaction and joint work among students; (3) select and present judicious and illustrative materials (including guided debate around controversial cases); (4) provide quality instruction (in terms of mastery learning, proactive classroom management, and cooperative team learning); (5) provide teachers and/or instructors with access to localized, professional peer support; and (6) emphasize building administrators' involvement as essential in supporting LRE goals. Each guideline has a rationale or theory and suggestions for classroom application and research. A glossary of relevant terms is furnished, as well as a 9-item bibliography. An addendum contains law-related education training and evaluation guidelines about substance abuse and gang prevention. (BT)

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Guidelines for the Effective Implementation and Administration of LAW-RELATED EDUCATION

Including an addendum for guidelines for LRE instructor training and program evaluation

SO 031 056

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Guidelines for the Effective Implementation and Administration of LAW-RELATED EDUCATION

Developed by the

State

Law-Related Education

Advisory Board

as created and directed by
Colorado Revised Statute 22-25-104.5

Approved by the
State Board of Education
Colorado Department of Education
February 13, 1997

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Work of the State Law-Related Education Advisory Board is funded by state Comprehensive Health Education monies, per Colorado Revised Statutes 22-25-104.5.

Colorado Law-Related Education Program

In 1994, the Colorado General Assembly passed HB 94-1003 as an amendment to the Colorado Comprehensive Health Education Act of 1990. This amendment, 22-25-104.5, created the Law-Related Education program, including provisions for the State Law-Related Education Advisory Board.

Law-Related Education, defined

> Per statute 22-25-103 (4.5), "Law-Related Education Program" means an educational program for teaching nonlawyers about law, the legal system, and the fundamental principles and values on which our constitutional democracy is based, which programs' approach is characterized by relevant curriculum materials, interactive teaching strategies, and extensive use of community resource persons and experience.

Colorado Department of Education staff of *Prevention Initiatives* was charged with providing service to this Advisory Board. Among numerous tasks, the Board was charged with making recommendations to the State Board of Education regarding guidelines to assist school districts in the implementation of effective, comprehensive law-related education programs (22-25-104.5 (4) (a) (I).

Following are the recommended guidelines.

GUIDELINES FOR THE SUCCESSFUL IMPLEMENTATION AND ADMINISTRATION OF LAW-RELATED EDUCATION PROGRAMS

Law-Related Education programs are the most effective when implemented and maintained according to the following guidelines:

1) Outside resource persons need to be properly prepared for the LRE classrooms.

2) Use cooperative learning teaching strategies that foster interaction and joint work among students.

3) Select and present judicious and illustrative materials (including guided student debate around controversial cases).

4) Provide quality instruction (in terms of mastery learning, proactive classroom management maximizing time on task, and cooperative team learning).

5) Teachers/instructors have access to and utilize localized professional peer support (through association with others teaching LRE in the same building or district).

6) Building administrators' involvement is essential in supporting LRE goals.

GUIDELINES FOR THE SUCCESSFUL IMPLEMENTATION AND ADMINISTRATION OF LAW-RELATED EDUCATION PROGRAMS

GUIDELINE #1: Outside resource persons need to be properly prepared for the LRE classroom.

Rationale/Theory:

- LRE classrooms should have diverse, high quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects. (ABA, pg. 4)

- Resource people visit the classroom regularly, provide insight into how and why the system operates the way it does, and develop on-going, positive, non-adversarial relationships with students in the class. Thus, the community has an opportunity to get involved with the program, and students, in turn, have an opportunity to have positive interactions and relationships with representatives of the legal system. (McBee, pg. 7)

- Bonding to positive people and pursuits outside the family also protects children from the negative effects of risk factors. Young people who are bonded to teachers or other adults who support their coping efforts and competence, who have healthy friendships, or who are committed to educational pursuits, are at reduced risk. (DRP, Inc., pg. 23, P2)

- Resilient children tend to establish positive relationships with both adults and peers that help bond them to their family, school and community. LRE's emphasis on the use of outside resource persons provides those opportunities for bonding to adult role models both inside the classroom and out. (Wright, pg. 4, P6)

- The use of outside resource persons in LRE also sends an important message to students that people in their community care about them and are willing to take the time to listen to their ideas. (Wright, pg. 7, P1)

- According to Hawkins (1992), families, teachers, and members of the community who acknowledge the legitimacy and value of youth participation reinforce important messages about efficacy and personal empowerment. Children must be recognized and acknowledged for their efforts. Recognition gives children the incentive to continue to contribute. Teachers who reinforce students' progress and parents who recognize their children's efforts contribute to bonding. (Wright, pg. 6, P5)

- Regarding the protective factors of healthy beliefs and clear standards - when parents, teachers and communities set clear standards for children's behavior, when they are widely and consistently supported, and when the consequences for not following the standards are consistent, young people are more likely to follow the standards. Examples of clear, pro-social standards include rules or positions against delinquent behavior, early sexual activity or alcohol or drug use by young people. (DRP, Inc., pg. 13)

Guideline #1, continued.

Classroom application:

- Classroom observations indicate that in order for resource persons to be effective:

    a. Visitors should receive advance preparation to: 1) fit their content into the course as a whole, and 2) use interactive teaching strategies with the whole class;

    b. Topics covered by outside resource persons must be relevant and appropriately timed with the sequence of other material presented;

    c. The principal mode of the visitor's activity should be interaction with the students.

    d. Visitors should present a balanced picture of the part of the system they know, neither claiming infallibility nor unduly emphasizing "horror stories"; and,

    e. Prior to an outside resource guest visiting the classroom, students should also be prepared to maximize their thoughtful participation when the visitor is present. (Turner, pg. 2-3)

- Conditions necessary for effective LRE instruction include parental involvement in school. (ABA, pg. 9)

Research:

- Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers or other significant adults, and/or pro-social friends. Children who are attached to positive families, friends, school and community and who are committed to achieving the goals valued by these groups are less likely to develop problems in adolescence. (DRP, Inc., pg. 12)

- A 1976 study by Denton and Kracht found that students who took an LRE course taught by trained teachers learned significantly more than students who took an LRE course taught by untrained teachers. (SSEC, pg. 2, P4)

- In 1984, the National Law-Related Education Evaluation Program (NLREEP) found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. Among these differences was the use of resource persons drawn from the community. (SSEC, pg. 3, P4)

- In a 1987 study by Hunter and Johnson, two of the schools studied offered LRE every day for a full semester, frequently used community resource persons (usually police officers who co-taught two times a week), and teachers and resource persons had attended a week-long training workshop together. In both schools, student outcomes - knowledge, attitudes and behavior - significantly favored LRE students over those in the control groups (conventional Civics courses). (SSEC, pg. 4, P3)

- In 1994, the Center for Action Research's evaluation of Project PRINCE showed that eighth-and ninth-grade students taught by teams of teachers and police officers showed substantial gains in knowledge of the law and legal processes. In addition, compared to students in the same grades at the same schools (both urban and suburban) who are taught conventional civics, government, or social studies, the LRE students exhibited more favorable attitudes toward school, teachers, police, and law-abiding behavior and committed fewer delinquent acts in and out of school. (SSEC, pg. 6, P4)

GUIDELINE #2: Use cooperative learning teaching strategies that foster interaction and joint work among students.

Rationale/Theory:

- Law-Related Education's instruction not only provides opportunities for at-risk students to interact and bond with non-delinquent peers, but increases the chance that they will ask for and accept the support of others. (Wright, pg. 4, P5)

- LRE's heavy emphasis on interactive and cooperative-learning strategies provide an opportunity for all students to participate and to receive recognition for their contributions to the group. (Wright, pg. 6, P2)

- The classroom is where citizenship skills and social skills in general are learned. These skills are developed in methodologies that are especially significant to building resiliency to risk within a child. (Buzzell, pg. 32, P2)

- The opportunity to engage in cooperative and leadership activities with peers in safe places is one of the elements of a quality environment that supports adolescent development. (Spivak, pg. 14, P1)

Classroom application:

- Instruct interactively. Use cooperative learning strategies, simulations, and role plays (including mock trials, moot courts, model legislatures, preparation of classroom constitutions, rules, and laws). Use group work activities, including group research projects. (ABA, pg. 9)

- It is recommended that cooperative groups use:

  Strategies, other than small group work, in the LRE curricula to achieve active participation and student-to-student interaction.

  Role-playing and simulations of moot courts, mock trials, and legislative hearings that are highly conducive to task and reward interdependence.

  Procedural guidelines developed and enforced for rationally analyzing and discussing issues that are controversial. (Turner, pg. 4-5)

Research:

- Research has in fact indicated that cooperative learning strategies may be the single most effective approach for reducing high-risk behaviors such as drug and alcohol use (Tobler 1986; Bangert-Drowns 1988) . Hawkins and Lam (1987) found that cooperative learning techniques are well suited for managing student behaviors in the classroom, including high-risk students. Similarly, Slavin, Karweit and Madden (1989) suggest that cooperative learning engages all students in pro-social behaviors, allowing students to essentially practice and refine the social skills needed for normative behavior. (Buzzell, pg. 32, P2)

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Guideline #2, continued.

- In 1984, the National Law-Related Education Evaluation Program (NLREEP) found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. Among these characteristics were strategies that fostered student interaction and cooperative work. (SSEC, pg. 3, P4)

GUIDELINE #3: Select and present judicious and illustrative materials (including guided student debate around controversial cases).

Rationale/Theory:

- A fundamental feature of LRE is its relevance to real life situations. It deals with issues which are meaningful to students and their views are valued. (McBee, pg. 7)

- Curricula which allow students to practice certain social skills and refine cognitive competencies advance the social development of the child. (Buzzell, pg. 32, P1)

- LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE helps students understand how law can and has promoted social cohesion and effected social change. (ABA, pg. 5)

- LRE develops students' communications and social participation skills, including building consensus through deliberation, negotiation, compromise, and conflict resolution; and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues. (ABA, pg. 5)

- Students participating in a mock trial are provided learning opportunities to develop critical thinking by studying issues through the case study method The mock trial also fosters communication skills, emphasizing the importance of stating arguments for and against different outcomes, all achieved through the application of certain rules and procedures associated with a trial. In these and other ways, LRE offers an opportunity to further cognitive development among high risk youth as well as children in general. (Buzzell, pg. 32, P4)

- LRE offers an effective approach to instruction in decision-making and problem-solving. These, combined with a close community interface, yield an educational strategy that has considerable violence prevention potential. (McBee, pg. 8, P5)

- A significant factor in the development of, or inclination toward, violent behavior is a deficit in social problem-solving abilities. A particularly interesting line of psychological research into social cognition shows a strong relationship between the social problem-solving process and its relationship to aggression in children. (McBee, pg. 4, P1)

Classroom application:

- LRE offers application possibilities at all grade levels, as well as in many subject areas. It is most frequently used in the social studies to promote civic understanding; however, it regularly incorporates the use of reading, writing, and speaking skills, and it has potential applications in literature, mathematics, science and technology, foreign languages, physical education and sports, and other subject areas. It need not be limited to a particular grade, subject, or time frame. The LRE approach to instruction is flexible enough to be applied as a system-wide, on-going prevention strategy, and an added benefit of such a strategy is the increased likelihood that students will better understand the rules, laws, and legal processes which govern their lives. (McBee, pg. 7, P5)

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Guideline #3, continued.

- The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. (ABA, pg. 4)

- The focus should be on real issues that affect real people in real situations. Students should be provided with active learning experiences that permit them to explore their rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. (ABA, pg. 2)

- The role of due process of law as essential to justice in our system of governance should be emphasized. (ABA, pg. 5)

- Abstract concepts such as law, justice, power, equality, property, and liberty should be taught through examination of specific contexts and practices. (ABA, pg. 3)

- Debates, moot courts, case studies, and conflict resolution activities help students to see issues from multi-perspectives, to tolerate ambiguities, to identify alternative solutions to problems, and to assess the consequences of various alternatives. Practice in handling controversial issues with respect for differing views reinforces feelings of empathy and caring. Several LRE curriculums focus on the development of student plans to address relevant school and community issues, thereby providing practice in the planning skills which are among the attributes of resilient children. (Wright, pg. 6, P4)

- Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. Law-related educators should help students acquire such skills through guided discussions and debates on interesting, relevant topics. (ABA, pg. 5)

- Legal cases are most successfully presented when the following elements are included:

    a. The topic selected for discussion generates strong initial differences of opinion among students.

    b. The teacher/instructor and/or visitor, through preparation and rehearsal, comes to the class able to anticipate the arguments and counter arguments that students are likely to voice.

    c. Students are required to back their view with reasons.

    d. Students are encouraged to respond to reasons voiced by other students.

    e. The teacher/instructor uses probing questions to help individual students recognize and confront inconsistencies in their reasoning.

    f. The teacher/instructor enhances the issue-specific discussion with a wider view of the system and the balance that must be struck in it. (Turner, pg. 4, P2)

Guideline #3, continued.

- Simulations of trials, legislative hearings, constitutional conventions, and police procedures typify LRE classes at all levels, as do role playing, conflict resolution and mediation, formal and informal debate, cooperative group problem-solving, and regular visits from and involvement with legal professionals from the community. Examples of developmentally age appropriate subjects of study include, but are not limited to:

  Primary: Students might consider a rule they don't like, why it was made, what the consequence for breaking it is, and who acts as judge when one does break the rule. They might evaluate existing or hypothetical rules to determine whether or not they are clear, consistent, fair, and enforceable; they might listen to and analyze rules issues in stories; or they might create and enforce their own set of rules by which to live.

  Intermediate: Students might work with a police officer as they role play police encountering real criminal dilemmas, or they might work in cooperative groups to resolve the problems that arise when a law is too general or vague.

  Senior: Students examine legal conflicts throughout history by using the case study method of analysis and then applying information gleaned from such an exercise to a current dilemma. (McBee, pg. 6, P3)

Research:

- Carrol, et. al. (1980) assessed the relationships between existing levels of LRE knowledge (obtained from any source, not necessarily an LRE course) and several attitude variables among students in Arizona high schools. The researchers reported a significant negative correlation between law-related knowledge and authoritarian attitudes and a significant positive correlation between law-related knowledge and both legal-social responsibilities and educational expectations. (SSEC, pg. 2, P6)

- In 1984, the NLREEP evaluation found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. Among these differences was the proper selection and balance among illustrative case materials. (SSEC, pg. 3, P4)

- Avery (1992) found that curriculum that had students explore the linkages among democratic values, legal principles, and their application to unpopular groups in U.S. society demonstrated a statistically significant increase in political tolerance and found those increases to be directly related to increases in student knowledge. (SSEC, pg. 5, P1)

- The relevance and authenticity of many LRE lessons has been demonstrated to engage student interest and willingness to participate in community service projects and solve real life problems in the school and community. (Wright, pg. 6, P1)

GUIDELINE #4: Provide quality instruction (in terms of mastery learning, proactive classroom management maximizing time on task, and cooperative team learning).

Rationale/Theory:

- Law-Related Education's interactive and cooperative group strategies offer ongoing opportunities for practice of the social participation skills essential to resiliency. Resiliency factors identified by Ross, Benard, and others (problem-solving, social-competence, and autonomy) are explicit objectives of LRE lessons and curriculums. Participation in mock trials, legislative hearings, and other LRE role-plays and simulations enhances communication skills. Practice in such activities strengthens the ability to think abstractly, reflectively, critically, and flexibly which in turn may increase impulse control - the likelihood that students enrolled in LRE classes will think before acting. (Wright, pg. 6, P4)

- Conditions necessary for effective LRE instruction include problem-oriented approaches to instruction, provision of opportunities for students to practice ideals to be learned, provision of learning opportunities beyond the classroom, parental involvement in school, and developmentally appropriate instruction. (ABA, pg. 9)

- Law-Related Education content prepares students for school and community participation by providing an understanding of how the system works and opportunities for students to explore alternative forms of influencing social conditions. Several LRE curriculums are explicitly designed to promote community service and to engage students in solving real problems in their school or community. (Wright, pg. 6, P1)

- Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of drug abuse, delinquency, violence and dropping out of school. Children must be provided with opportunities to contribute to their community, their school, their family and their peers. The challenge is to provide children with meaningful, challenging opportunities that help them feel responsible and significant. Examples of opportunities that have demonstrated protective effects include having teachers who provide active roles for children in the classroom. (DRP, Inc., pg. 8 and 13)

Classroom application:

- Aspects related to quality of instruction that appear to correlate well with student attachment to teachers and the school, commitment, improvement in behavior, and increases in knowledge gains are:

  a. checking for understanding and practice,
  b. stating objectives and establishing a mental set, and
  c. providing appropriate depth and density of coverage. (Turner, pg. 3, P6)

- The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely discuss conflicting ideas. (ABA, pg. 4)

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Guideline #4, continued.

- LRE students at all levels are regularly given opportunities to explore and reflect on theirs and others' perspective, to express and defend their views, to listen to the views of others, to develop arguments for both sides of an issue, to mediate, and to formulate decisions and resolutions based on multiple and often conflicting concerns. LRE is essentially a critical thinking, problem-solving approach to education built around the civic content of rules, laws, and the legal system. Typical instructional strategies include simulations of trials, (mock trials or moot courts), legislative hearings, constitutional conventions, and police procedures. (McBee, pg. 6)

- Along with the social competence skills of empathy and caring for others noted above, LRE curriculums and strategies incorporate increased understanding of and respect for cultural diversity and values through lessons such as those on the constitutional protection of minority rights. (Wright, pg. 5, P3)

Research:

- In 1984, the National Law-Related Education Evaluation Program (NLREEP) found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. These differences related, in part, to instructional methods, including the sufficient quantity and quality of instruction. (SSEC, pg. 3 P4)

- Results of a 1992 study by Johnson of the "Street Law" instructional program implemented in four Department of Defense Dependent schools in Germany found results favorable to the experimental students (Street Law students) on 10 of 20 measures. Among those measures showing the largest effect sizes were (1) knowledge of the law, (2) enthusiasm toward school and classes, (3) timely preparation and completion of assignments, (4) belief that students were treated fairly in school, and (5) perceived opportunity to demonstrate competence in school. (SSEC, Pg. 5, P2)

- Brody found, in a 1994 study of the "We the People..." program, that students in high school civics, government and U.S. history classes display more political tolerance (defined as citizens' respect for the political rights and civil liberties of all people in the society, including those whose ideas they may find distasteful or abhorrent) than the average American. He also found that students in classes using all or part of the We the People... curriculum were more tolerant than comparison students using other curricula because it promotes higher levels of self-confidence and the perception of fewer limits on students' own political freedoms. Brody also found that among students exposed to the We the People....program, those involved in the simulated congressional hearing competitions demonstrated the highest levels of political tolerance. (SSEC, pg. 5, P5)

- A 1994 study of Project PRINCE found that, compared to students in the same grades at the same schools (both urban and suburban) who are taught conventional civic, government, or social studies, LRE students exhibit more favorable attitudes toward school, teachers, police, and law-abiding behavior and commit fewer delinquent acts in and out of school. (SSEC, pg. 6, P3)

Guideline #4, continued.

- A 1994 evaluation of the *Teens, Crime and the Community* by Buzzell, when used as a community-based intervention for selected juvenile delinquents, suggested that TCC participants exhibited a greater understanding of (1) the purposes of law and the processes of justice; (2) empathy for crime victims; (3) links between law and behavior; and (4) the consequences of behavior. The study also indicated that participating juveniles learned a number of important prosocial skills including (1) conflict management; (2) problem-solving in groups; (3) confidence in conversations with adults; and (4) for some, the use of skills for developing alternatives and thinking about the consequences of certain actions and choices in conflict-laden situations. (SSEC, pg. 6, P1)

- A study conducted by the Institute for Education in Transformation at the Claremont Graduate School found that, where positive things about the schools were noted, they usually involved reports of "individuals who care, listen, understand, respect others and are honest, open and sensitive." Law-Related Education teacher training programs stress the development of these attitudes among students as well as in teachers, and encourage educators to value the contributions of **all** students and to be involved as a learner **with** the students. (Wright, pg. 5, P1)

- A 1986 study by Markowitz tried to determine whether increased knowledge of the law can have a positive impact on the social attitudes and behavior patterns of children in grades 2, 3, and 4. There was some indication of a positive impact on children's attitudes toward authority and justice in the second grade. Fourth graders showed some improvement of behavior without corresponding changes in attitudes. Traditional didactic teachers seemed to yield greater knowledge gains while non-traditional teachers appeared to foster improved students attitudes and behaviors. (SSEC, pg. 3, P5)

GUIDELINE #5: Teachers and/or instructors have access to and utilize localized, professional peer support (through association with others teaching LRE in the same building or district).

Rationale/Theory:

- Evidence suggests that teachers, who are called upon to be innovative in the midst of others pursuing a more conventional course, are likely to require uncommon levels of support from their peers. (Turner, pg. 5, P6)

- School-team approaches strengthen LRE because.....

  When more than one teacher in the same building is trained, opportunities arise for joint lesson planning, cooperative use of visits from resource persons, and for trips off the school ground.

  A team is more likely to generate support for LRE from other teachers/instructors and administrators.

  The team approach gives the program more stability. The departure of one teacher via transfer or retirement does not leave a school without a trained LRE instructor.

  Where teams cannot be developed, district-wide seminars and social functions for all LRE teachers can provide necessary peer support, reducing the feelings of isolation and strengthening the teachers' commitments to LRE's innovative methods and substance. (Turner, pg. 6, P1)

Classroom application:

- Teachers can be taught ways to improve their instructional practices, including the use of proactive classroom management, effective teaching strategies, and cooperative learning methods. Teachers also learn peer coaching techniques to support their colleagues in adopting these new skills. (DRP, Inc., pg. 20 P9, 1993)

- This support can be developed by providing training to teams of teachers from the same building, by arranging for classroom visits from a supportive district social studies supervisor or other curriculum administrator, or by scheduling ongoing follow-up sessions with state or local LRE project staff. (Turner, pg. 5, P6)

Research:

- In 1984, the National Law-Related Education Evaluation Program (NLREEP) found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. Among these differences was collegial peer relations among LRE teachers. (SSEC, pg. 3, P4)

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GUIDELINE #6: Building administrators' involvement is essential in supporting LRE goals.

Rationale/Theory:

- Administrators are instrumental in reducing the gap that may exist between school/agency governance policies and the ideas of justice and procedural due process taught in LRE classes. (Tobler, pg. 5, P4)

- Conditions necessary for effective LRE instruction include the support of school administrators and the community. (ABA, pg. 9)

Classroom application:

- It is advisable to include administrators in awareness conferences, to provide them with descriptive/explanatory documents, and to involve them in instructional decisions. (Turner, pg. 5, P4)

- LRE classes are beneficial for all students. Administrators should ensure that LRE classes are representative of the diverse school population (in terms of heterogeneous groupings). (Turner, pg. 5, P4)

Research:

- The most effective LRE classes appear to be located in schools where building administrators actively participate in providing classroom resources, in facilitating field trips, and in dealing with concerns about LRE classes voiced by other teachers or members of the community. (Turner, pg. 5, P5)

- In 1984, the National Law-Related Education Evaluation Program (NLREEP) found that one third of the classes (at all levels) studied produced favorable outcomes that were dramatically superior to the others. The research team adduced several characteristics that distinguished the more effective classes from the rest. Among these differences was support by administrators. (SSEC, pg. 3, P4)

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Glossary

Attachment - The bond created through the socialization process which establishes indentification with, respect for, and/or loyalty to, the ideals of social institutions, persons, or principles. For instance, attachment to school results in one placing value on his or her education; attachment to the ideals for which a country was founded upon results in patriotism, etc. It is one of the four control processes of Social Control Theory.

Belief - Judgment that the rules governing behavior are necessary and fair enough to be worth obeying consistently. It is one of the four control processes of Social Control Theory.

Commitment - A bond that is characterized by: 1. a wish to fulfill a long-term goal by accomplishing short-term tasks; 2. a desire to maintain focus on an articulated goal; 3. a currently valued stake or realistic promise of one in the future that a person believes might be jeopardized by actual, or perceived, misconduct; or, 4. the perception that the loss of good standing carries costs that outweigh any benefits from rule-breaking. It is one of the four control processes of Social Control Theory.

Comprehensive Health Education - "A planned, sequential health program of learning experiences in preschool, kindergarten, and grades one through twelve which shall include, but shall not be limited to, the following topics: communicable diseases; community and environmental health; consumer health; dental health; tobacco, alcohol, and other drug use; human growth and development; hereditary and developmental conditions; mental and emotional health; nutrition, personal health, and physical fitness; family life education; injury prevention, safety, motor vehicle safety, and emergency care; high-risk behaviors and concerns; and age appropriate instruction on family roles and expectations, child development, and parenting." (Per Colorado Revised Statute 22-25-103, (3)

Cooperative Learning - A carefully structured instructional tool using small groups so students work together to maximize their own and each other's learning. Cooperative learning is characterized by assigned roles, interactive listening, and task and reward interdependence.

Critical Thinking - Processing and transforming of knowledge into meaning using thinking and reasoning skills to clearly understand a concept or idea in order to evaluate it fairly.

Heterogeneous grouping - The grouping of students/youth with diverse characteristics, including but not limited to those who are physically challenged, at-risk, of varied learning ability, socio-economic levels, and representing different cultures and both genders.

Involvement - Investment of time and energy in some conventional activity. It is one of the four control processes of Social Control Theory.

Law Related Education (LRE) Program- An educational program for teaching nonlawyers about law, the legal system, and the fundamental principles and values on which our constitutional democracy is based, which program's approach is characterized by relevant curriculum materials, interactive teaching strategies, and extensive use of community resource persons and experience. (Per Colorado Revised Statute 22-25-103 (4.5). LRE promotes the development of beliefs in valid rules and laws and the association with non-delinquent peers. The objectives of the course include improvement of student's behavior, as well as their knowledge and attitudes. The course should offer a coherent sequence of law-related topics, usually of one entire semester's duration.

Mastery Learning - A student's comprehension and application of information and material taught.

Opportunity - Perception that legitimate avenues for achieving goals are as open to you as to others. It is one of the four control processes of Social Control Theory.

Protective factors - Conditions that protect young people from the negative consequences of exposures to risks by either reducing the impact of risk or changing the way the person responds to the risk. Protective factors include three important principles: providing opportunities for involvement in the community, school, and family; development of critical thinking/problem solving skills; and recognition from caring supportive adults who can reinforce empowerment. These factors buffer the impact of risk factors and promote the characteristics of resiliency.

Resiliency - The ability of an individual to build, utilize and/or maintain social competence, interpersonal problem solving skills and a sense of autonomy even in times of personal stress.

Risk factors - Those conditions, including but not limited to: school failure, family conflict and poor supervision/management, disorganized and low attachment to the community/neighborhood, and high attachment to delinquent peers, that increase the likelihood that a child will develop one or more behavior problems in adolescence.

Social Control Theory - People are bonded to society's norms through social institutions of home/family, school, work-place, and/or religion, or because their activities are reinforced by their peers, belief structures, and/or their values. For those who value their experiences in one or more of these places, behavior is likely to be maintained through any one of the following four control processes: commitment, attachment, involvement, and belief.

STREET LAW - An approach to Law Related Education that provides practical information and problem-solving opportunities that develop in students the knowledge and skills for survival in our law-saturated communities and society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis activities. For optimal results, the curriculum requires the use of community representatives and resource people such as lawyers and police officers. This methodology attempts to allow students the opportunity to become active participants in their own education. In this way, it promotes in students a willingness and capability to participate effectively in our legal and political systems. Street Law is authored by Lee P. Arbetman, Edward L. O'Brien, and Edward T. McMahon. (NICEL, Street Law, 5th Ed. 1994)

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ADDITIONAL SOURCE

Center for Action Research, Project PRINCE Citizenship Education Training Manual, revised by the Center for Action Research (University of Colorado) under a Developer/Demonstrator grant from the National Diffusion Network, U.S. Department of Education, 1995 edition

Addendum

Following the adoption of the implementation guidelines by the Colorado State Board of Education in 1997, the Law-Related Education Advisory Board continued to develop guidelines to address the training of LRE instructors and the evaluation of LRE programs. The LRE Advisory Board concluded their work in the Spring of 1999. The Advisory Board was "sunsetted" by the Colorado General Assembly, as scheduled, effective June 30, 1999.

Following are the Advisory Board's final recommendations:

Law-Related Education Training Guidelines
Re: Substance Abuse and Gang Prevention

An understanding of the topics listed below will enhance an instructor's ability to connect Law-Related Education programs with the development of law-abiding behaviors. Topics include, but may not be limited to, the following:

- Information on the **process of addiction** from non-use to experimental use, situational use, social use, addiction and recovery, including the specific effects of gateway drugs such as marijuana, alcohol, tobacco, and inhalants

- Theories of the **causes and prevention of delinquency**, such as Strain Theory (opportunities), Social Learning Theory, Social Control Theory, Differential Association Theory, underpinnings of truancy, risk and protective factors, asset development, resiliency, pro-social norms, etc.

- Understanding the impact of **group membership** (both pro-social and anti-social) on adolescent behavior and development; characteristics of group membership include, but may not be limited to the following: roles, rights, rules, validation, belonging, status, power and control, mastery, rituals, traumatic bonding, etc.; understanding the distinctions between ethnic and cultural groups; and understanding that peer group influences meet individuals' needs.

- Understanding the **causes and prevention of violence**, including the elements of relationship violence, such as understanding loss and grief, dealing with emotions, understanding the dynamics of domestic violence, situational violence, and perpetrator violence, and psycho-pathological factors

- Understanding **substance abuse and delinquency stages of change**; stages are precontemplation, contemplation, preparation, action, maintenance, and relapse

Training guidelines, continued:

- Understanding of the **legal systems**, including but not limited to the criminal and juvenile justice systems, civil laws and procedures, legislative and congressional processes and procedures

  Understanding how these systems respond to substance abuse, crime, and delinquency in society can provide the basis for LRE instruction. Examples include group conferencing, local, state and federal laws, programs, and funding for prevention, intervention, treatment, aftercare, enforcement, interdiction, corrections, and laws pertaining to the, juvenile code, children's code, criminal code, liquor code, controlled substance schedules and traffic code.

- Understanding the utilization and alignment of appropriate evaluation methods to assess attitude, knowledge, behaviors, and skills.

Law-Related Education Training

It is also recommended that training specific to LRE programs is conducted in accordance with the following guidelines. These guidelines are intended for anyone responsible for implementing and teaching LRE (such as higher education teachers, school district personnel, instructors in non-school based facilities, and others).

1) LRE training and methods reflect the *"Guidelines for the Effective Implementation and Administration of Law-Related Education"* from the Colorado Department of Education.

2) LRE training encompasses a broad audience (such as Social Science teachers, health educators, legal system professionals, community representatives, and parents.)

3) LRE training methods model LRE teaching methods.

4) LRE training addresses the developmental and diverse needs of age groups taught.

5) LRE training emphasizes both content and methods.

6) LRE training emphasizes integration of LRE across disciplines and programs.

7) LRE training supports the collaboration between schools and community resources, such as safe and drug-free school advocates and criminal justice related agencies.

8) LRE trainers have a knowledge-base and professional experience in LRE methods.

Law-Related Education Evaluation Guidelines

Re: Substance Abuse and Gang Prevention

Law-Related Education (LRE) can be measured for its impact on gang and substance abuse behaviors if appropriate methods are chosen *when planning* for the implementation of LRE programs. Impact may include a change in attitudes, the acquisition of knowledge and skills, and/or a change in behaviors. Technical expertise required to adequately evaluate LRE should be sought from evaluation experts when necessary.

LRE programs can be aligned to Model Content Standards and assessed accordingly. For example:

> **Civic standard 2.3**: Students know and understand the place of law in the Colorado and United States constitutional systems.

Evaluation methods must:

- adhere to all laws intended to protect pupils' rights and privacy by regulating the use of tests, surveys and using students as research subjects.

- be appropriately aligned to instruction and content in order to measure the LRE program's intended outcome, i.e. attitude changes, knowledge gains, etc.

Examples of evaluation techniques:

- Baseline data about the current level of gang and substance abuse related attitudes, knowledge, and/or behaviors (among the school students for which LRE will be taught) can be analyzed prior to the implementation of the LRE program **if** the LRE program is realistically expected to impact those attitudes, knowledge, and/or behaviors. Baseline measures may include data such as the nature and number of discipline referrals, reasons for suspension and expulsion, and prevalence data for substance abuse. Baseline data can be tracked over time and compared between schools that utilize or don't utilize LRE programs.

- Pre- and post- tests may be administered for comparison before and after the LRE course or program is completed. Pre- and post-tests are constructed from the specific content to be covered and geared to measure specific learning objectives.

- Pre- and post-surveys related to law-abiding attitudes may be useful tools to measure indicators such as the propensity to abide by, or not abide by, the law. For example, attitudes about specific laws may change as a result of a police officer's, lawyer's, or judge's participation in classroom instruction.

Evaluation techniques, continued:

- Facilitated focus group discussions with LRE students and teachers may be used to capture feedback about LRE coursework and to gauge how students may or may not have benefited.

- Experimental designs used to compare a control group with a treatment group is the most scientific and reliable method by which to credit LRE with any specific impact on gang and substance abuse behaviors. This design includes the administration of pre- and post-tests for both groups and can be used to measure both short- and long-term impact.